

April 2010/12

Issues paper

This report is for information

This report updates the HEFCE reports 2007/03 and 2008/16. It describes key characteristics of foundation degree programmes and students. Trends in student numbers, the characteristics of programmes, attributes of students, progression and qualification rates, progression to honours degree study and employment outcomes are all reported.

Foundation degrees

Key statistics 2001-02 to 2009-10

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Foundation degrees: key statistics 2001-02 to 2009-10

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Of interest to those responsible for	Student data, Widening participation, Learning and teaching
Reference	2010/12
Publication date	April 2010
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Executive summary

Purpose

1. This document updates the previous reports 'Foundation degrees: key statistics 2001-02 to 2006-07' (HEFCE 2007/03) and 'Foundation degrees: key statistics 2001-02 to 2007-08' (HEFCE 2008/16), describing the characteristics of foundation degree programmes. The attributes, progression, achievement and post-qualification outcomes of students on those programmes are presented.

Key points

Overview

2. In 2009-10, higher education institutions (HEIs) and further education colleges (FECs) have reported that 99,475 students were registered, or were expected to register, on foundation degree programmes. This included 53,750 entrants: around 5,000 more than were reported in 2008-09. One year early, this figure is just 525 short of the government target (Department for Innovation, Universities and Skills, 2008) of 100,000 by 2010¹. Even with no growth in entrants, it is likely that the target is exceeded by a substantial margin in 2010-11. The number of students studying a second (or later) year of their foundation degree programme in 2010-11, and the cohort of entrants to 2010-11 are likely to sum to more than 100,000.
3. The detailed picture of foundation degree provision confirms the ones reported previously, based on the analysis of earlier cohorts. Because of the year-on-year

¹ This is interpreting '2010' to mean the academic year 2010-11.

expansion of foundation degree provision, these new results are based on larger numbers and are correspondingly more reliable.

Selected results

4. Here we set out a small selection of the results discussed by this report. In all cases the results refer to the most recent data available. Full discussion of results, and coverage of data not previously reported, can be found in the main sections of the report.

Characteristics of foundation degree programmes

5. For home entrants to programmes in academic year 2008-09 we found:
- a. Sixty per cent studied full-time.
 - b. Among full-time entrants, creative arts and design was the most common subject area, studied by 22 per cent of the cohort.
 - c. Among part-time entrants, business and administrative studies was the most common subject area, studied by 26 per cent of the cohort.
 - d. Ninety-four per cent of full-time students were on programmes of two years or shorter.
 - e. For part-time entrants, a course length of three years or less was recorded for 73 per cent of the cohort. Very short courses of two years or less were recorded for 36 per cent of part-time entrants.
 - f. Twenty-two per cent of part-time entrants studied by distance learning.

Student attributes

6. For home entrants to programmes in academic year 2008-09 we found:
- a. Female students outnumbered males. Among full-time entrants 54 per cent were female and 64 per cent of part-time entrants were female.
 - b. Forty-nine per cent of full-time entrants were aged under 20 when they started their course. Part-time entrants were older, with 55 per cent aged 30 and over.
 - c. Among full-time entrants, A-level, Vocational Certificate of Education (VCE) and equivalent qualifications were the most common highest qualification on entry: held by 38 per cent of the cohort. A further 13 per cent held higher education (HE) qualifications on entry to their foundation degree programme.
 - d. For part-time entrants, the most common highest qualifications on entry were HE qualifications (29 per cent). A-level, VCE and equivalents were held by 19 per cent of the cohort as their highest qualifications on entry.

Progression through foundation degree programmes

7. Our analysis of students' progression through their foundation degree courses was based on those who studied programmes following a standard academic year and of a specific expected length. For students who were registered at an HEI we found:

- a. Among full-time entrants in 2007-08, 80 per cent continued to a second year of study in HE in 2008-09. For part-time entrants the equivalent proportion was 73 per cent.
- b. For entrants in 2007-08 following a full-time, two-year programme, 53 per cent received a foundation degree award by 31 July 2009. A further 3 per cent received another HE award, and 25 per cent were still studying for a foundation degree or higher award.
- c. For part-time entrants to a three-year programme in 2006-07, 42 per cent received a foundation degree award by 31 July 2009. A further 5 per cent of the cohort received another HE award, and 19 per cent were still studying for a foundation degree or higher.

Progression from foundation to honours degree programmes

8. For students who were registered at an HEI for their foundation degree, and who qualified with a foundation degree award in 2007-08, we found:

- a. More than half of students who studied full-time for their foundation degree (59 per cent) went on to study an honours degree in 2008-09. Among part-time qualifiers this proportion was 42 per cent. Most students who continued their studies did so registered at the same HEI at which they were registered for their foundation degree.
- b. Around 80 per cent of qualifiers were credited with the equivalent of full-time study for two years on an honours degree programme, regardless of whether or not they had changed institution for their honours degree study.
- c. Of those foundation degree qualifiers who went into the final year of an honours programme in 2008-09, 67 per cent were reported as graduating in that year.

After qualifying: employment outcomes

9. Information on employment six months after qualifying is based on all students who qualified with a foundation degree and responded to the Destination of Leavers from Higher Education (DLHE) survey. For students who qualified in 2007-08, we found:

- a. Sixty-five per cent of those who had studied full-time for their foundation degree were reported as still studying six months after qualifying (whether or not they were in employment at the same time). Among those who studied part-time, this proportion was 48 per cent.
- b. Whether or not they were studying at the same time, 47 per cent of full-time foundation degree qualifiers were in employment six months later. The proportion was higher among part-time qualifiers (85 per cent).

c. Only 7 per cent of full-time qualifiers, and 4 per cent of part-time qualifiers, were neither studying nor in employment.

d. Forty-three per cent of full-time foundation degree qualifiers in employment were in graduate-level jobs, with 92 per cent stating 'positive' reasons for taking the job. Among part-time qualifiers these proportions were 60 per cent and 96 per cent respectively.

10. The longitudinal DLHE survey (taken three-and-a-half years after qualifying) provided information on foundation degree qualifiers from 2004-05. This showed that 91 per cent of these qualifiers were in employment after three-and-a-half years, compared to 69 per cent after six months.

11. Of those in employment after three-and-a-half years, 53 per cent were in graduate jobs. This compared to 45 per cent of employed qualifiers being in graduate jobs six months after qualifying.

Action required

12. No action is required in response to this document.

Introduction

13. This is the third report providing key statistics relating to foundation degrees². It builds on the findings reported in 2008 (see 'Foundation degrees: Key statistics 2001-02 to 2007-08', HEFCE 2008/16) by including information on cohorts from up to two years later.

14. The aim of this document, as with the earlier reports, is to help make an assessment of foundation degree provision. However, this report aims to provide a clearer and more concise overview of the key statistics relating to foundation degrees so its structure differs from that of HEFCE 2008/16. HEFCE 2008/16 included discussion of students' feedback on the quality of the programmes they studied, and the financial and other support they received from employers. The profiles of foundation degree students in respect of these areas remain very similar to those shown in HEFCE 2008/16 so there is little to be gained from repeated consideration of these areas and we have omitted such analysis from this report.

15. To facilitate comparisons, the details of related tables in earlier reports are shown for each table reported in this document.

Sources and definitions

Data sources

Aggregate student data

16. The HEFCE aggregate Higher Education Students Early Statistics (HESES) and Higher Education in Further Education: Student Survey (HEIFES) returns (HEFCE 2008/37 and HEFCE 2008/36 respectively) provide only limited information, and registrations after 1 December are predictions. However, these data are the most recent available (up to 2009-10) and are therefore used for the time series of numbers of students and entrants.

Individualised student data

17. Data are drawn from the Higher Education Statistics Agency (HESA) individualised student records and the Learning and Skills Council (LSC) individualised learner records (ILRs). Individual students were tracked within and through each annual student data set using a number of personal characteristics. For exact data definitions and further explanation of how students are tracked, see Annex A of HEFCE 2008/16. This approach enables duplicate records to be removed where, for example, a student has been returned on both HESA and ILR records. It also provides the basis for the progression and completion statistics.

² For an outline of the history of foundation degrees and the policy concerns they were designed to address, see the introduction to the first report 'Foundation degrees: Key statistics 2001-02 to 2006-07' (HEFCE 2007/03). Both previous reports on the key statistics of foundation degrees (HEFCE 2007/03 and HEFCE 2008/16) and all other HEFCE publications are available at www.hefce.ac.uk under Publications.

Reconciliation of aggregate and individualised data

18. The totals reported from the aggregate and individual returns do not exactly align. We explain this difference at Annex B of HEFCE 2008/16.

Destinations data

19. In addition, data from the Destinations of Leavers from Higher Education (DLHE) survey and the longitudinal DLHE survey³ are used to provide information on the employment outcomes of foundation degree qualifiers.

20. The DLHE survey seeks information regarding a graduate's employment, further study or training, six months after qualifying. Respondents are UK- or other EU-domiciled qualifiers from UK higher education institutions (HEIs), including first, foundation and postgraduate degrees, whether they studied full- or part-time.

21. The DLHE survey is not complete: not all qualifiers respond to the survey⁴. However, it is important to appreciate the size and scope of the DLHE survey. Each year a response rate of around 80 per cent is achieved, capturing a wide range of graduate destination characteristics. On the whole, DLHE findings are robust and representative of the groups of students considered by this report. Response rates to the DLHE survey for students qualifying from foundation degrees in 2006-07 and 2007-08 are given at Annex B of this report.

22. While the DLHE survey covers graduates' early careers, longer-term outcomes are captured in the longitudinal DLHE survey. This is carried out three-and-a-half years after qualifying and, to date, outcomes have been reported for students who qualified in 2002-03 and 2004-05⁵.

23. In terms of foundation degree students, the longitudinal DLHE population in 2002-03 was reported in HEFCE 2008/16. This report provides analysis of those foundation degree students in the 2004-05 longitudinal DLHE population: that is, those who commenced their programme of study between 2001-02⁶ and 2004-05 and qualified in academic year 2004-05. Note that all of the respondents to the 2004-05 DLHE who qualified with a foundation degree were included in the longitudinal DLHE survey, but only 33 per cent responded.

24. Because of the response rate associated with foundation degree qualifiers in the longitudinal DLHE, combined with the potential for more response bias due to the longer

³ For more information see www.hesa.ac.uk under Data collection.

⁴ Those who do not complete a paper- or web-based questionnaire are contacted by telephone. In this telephone follow-up, some institutions do not ask some of the questions that interest us. Though the number of responses to some questions may be low, we are not as concerned about response bias as we would be if the respondents were choosing not to answer these questions.

⁵ The potential respondents for the longitudinal DLHE survey come from a sub-sample of the 2002-03 and 2004-05 graduates who responded to the six-month survey in the appropriate year.

⁶ Foundation degree pilot programmes were first introduced in 2001-02.

time elapsed since graduation, the results should be treated with caution. Foundation degrees remained a relatively new initiative for students who qualified in 2004-05 (and hence commenced those programmes reasonably close to their introduction), and their experience may differ to that of later cohorts.

25. However, the destination profiles six months after qualifying have been found to be similar for the respondents and non-respondents to the longitudinal DLHE: the respondents to the longitudinal DLHE seem to be representative with respect to some of the key attributes.

Definitions for analysis and comparisons

Cohorts

26. We aim to present the most up-to-date information available with respect to foundation degree students. This means that different sections of this document refer to different cohorts of students. The statistics are presented as follows:

- a. Students studying in a given academic year are referred to as 'students'.
- b. A cohort of students that started in a given academic year are referred to as 'entrants'.
- c. A cohort of students qualifying in a given academic year are referred to as 'qualifiers'.

27. This report presents a range of statistics with different focuses: some statistics require consideration of a student's activity in higher education (HE) over a period of years. As a result, the cohort of entrants and qualifiers of interest to different statistics will vary. For the different statistics discussed, Table 1 shows the most recent cohorts (not previously reported on) upon which that discussion is based. The cohorts of interest will be clearly stated throughout this report.

Table 1 Most recent entry cohorts

Statistics relating to...	Most recent cohorts discussed by this report, and not previously reported
Counts of foundation degree students and entrants	2008-09 and 2009-10
Foundation degree programme characteristics	2006-07, 2007-08 and 2008-09 entrants
Foundation degree student characteristics	2006-07, 2007-08 and 2008-09 entrants
Progression from year of foundation degree entry	2005-06, 2006-07 and 2007-08 entrants
Foundation degree qualification rates	2004-05 through to 2007-08 entrants
Progression from foundation degree to honours programme	2005-06, 2006-07 and 2007-08 qualifiers
Employment outcomes shortly after qualifying from a foundation degree	2006-07 and 2007-08 qualifiers
Employment outcomes three-and-a-half years after qualifying from a foundation degree	2004-05 qualifiers

Note: relates to Table 1 of HEFCE 2008/16.

28. Note that this report provides information on up to three cohorts not previously reported upon in our series of 'Foundation degrees: key statistics' reports: statistics relating to earlier cohorts were reported in HEFCE 2008/16 and HEFCE 2007/03. Throughout this document, references to previously reported findings relate to findings presented in these publications.

Population definitions

29. The statistics reported here refer to students studying or qualifying from further education colleges (FECs) and HEIs in England⁷. The tables on overall trends and the breakdown of total numbers by domicile include home⁸, EU and overseas students. All the other tables refer to home students only. We provide full definitions of the populations at Annex D of HEFCE 2007/03.

30. Wherever possible we present statistics relating to students registered at HEIs and FECs. However, as noted above, the DLHE and the longitudinal DLHE surveys are currently only collected for students registered at HEIs. Further, some data items on the HESA student record are not available, at least with usable accuracy, for data collected from FECs.

Presentation of statistics

31. In all cases in this report:

- a. All counts of entrants, qualifiers and/or students are given in terms of headcount, rounded up or down to the nearest five⁹.
- b. The data sources are the HESA student record for students registered at HEIs and the LSC ILR for students registered at FECs, unless an alternative source is cited.
- c. Students identified as being 'at' an HEI or FEC refers to the institution where the students are registered, not necessarily where they are taught.

Growth in foundation degree provision

Growth observed in aggregate student data

32. The growth observed in the numbers of students and entrants studying for foundation degrees between 2001-02 and 2009-10 is shown in Table 2.

⁷ The statistics relating to the progression from foundation degree study or qualification includes progression to HE at HEIs throughout the UK.

⁸ UK-domiciled students are referred to as 'home' students throughout this document.

⁹ Totals are calculated based on un-rounded values, and then rounded to the nearest five accordingly. For this reason, the sum of the values given in a table may not be equal to the total shown in that table.

Table 2 Number of foundation degree students and entrants, by year and mode of study (home, EU and overseas students and entrants, at HEIs and FECs in England)

Students				
Academic year	Full-time	Part-time	Total	% full-time
2001-02	2,530	1,795	4,320	59%
2002-03	6,295	6,015	12,310	51%
2003-04	12,240	11,710	23,945	51%
2004-05	19,780	18,040	37,820	52%
2005-06	26,910	19,870	46,780	58%
2006-07	33,855	26,725	60,580	56%
2007-08	40,875	31,125	72,000	57%
2008-09	48,340	38,685	87,025	56%
2009-10	56,840	42,635	99,475	57%
Entrants				
Academic year	Full-time	Part-time	Total	% full-time
2001-02	2,260	1,740	3,995	57%
2002-03	4,805	4,095	8,900	54%
2003-04	8,250	6,695	14,945	55%
2004-05	12,890	9,220	22,110	58%
2005-06	16,810	9,850	26,665	63%
2006-07	19,840	14,095	33,930	58%
2007-08	24,440	16,025	40,465	60%
2008-09	28,665	19,925	48,590	59%
2009-10	33,795	19,955	53,750	63%

Table 2 notes: relates to Table 2 of HEFCE 2008/16. Data source: Columns 1 and 2 of HESES and HEIFES. The numbers of overseas entrants for 2005-06 onwards are estimated by assuming they represent the same proportion as for the earlier years: that is, 4.6 per cent for full-time and 5.5 per cent for part-time modes of study. The 2001-02 student numbers include some continuing students from 2000-01 who were on courses marketed as foundation degrees but which may not have had all the attributes described in the HEFCE foundation degree prospectus.

33. Between 2008-09 and 2009-10, the number of foundation degree students rose by more than 12,500. HEIs and FECs reported that 99,475 students were registered, or were expected to register, on foundation degree programmes in 2009-10. This figure is just 525 short of the government target¹⁰ of 100,000 by 2010, one year ahead of that target¹¹.

¹⁰ This target was originally set by the 'Foundation Degree Task Force Report to Ministers', published by the then Department for Innovation, Universities and Skills in 2004. For further information see www.hefce.ac.uk under Economy & Society/Employer engagement/Foundation degrees.

¹¹ This is interpreting 2010 to mean the academic year 2010-11.

While the number of foundation degree entrants increased by around 5,000 in 2009-10, even with no growth in entrants, it is likely that the target is exceeded by a substantial margin in 2010-11. The number of students studying a second (or later) year of their foundation degree programme in 2010-11, and the cohort of entrants to 2010-11 are likely to sum to more than 100,000.

34. These absolute increases in numbers of students and entrants between 2008-09 and 2009-10 were, however, smaller than those between 2007-08 and 2008-09. From 2007-08 to 2008-09 the number of foundation degree students increased by more than 15,000 and the number of entrants increased by more than 8,000. These were the largest increases observed across the period considered in Table 2.

35. The findings described paragraph 34 show that there is no consistent trend from which to extrapolate future growth in foundation degree study. All that can be said is that the number of entrants to foundation degrees in 2009-10 is almost 50,000 higher than in 2001-02 when the qualifications were first established: growth in the number of entrants has averaged more than 6,000 per year.

36. The total numbers of foundation degree students should continue to grow: the increased numbers of entrants that have been observed will work through the system into later years of study. The entrant numbers for 2009-10 suggest a 'steady state' figure of about 127,000 students¹². Table 2 shows a continuing increase in the number of entrants, and if the trend continues then the overall number of foundation degree students will increase beyond this figure.

Growth observed in individualised student data

37. Table 2 presents the early statistics drawn from the aggregate student data. Table 3 presents the cohorts of home foundation degree entrants registered at HEIs and FECs, and returned to HESA and the LSC in the individualised student data collections. Table 1 detailed a number of different cohorts discussed at various stages throughout this document: the size of each entrant cohort referenced by this report is shown in Table 3.

¹² Assuming full-time students average two years of study, and part-time students average three years, and that the numbers of entrants are consistent with the numbers in 2009-10, we would have:

- $2 \times 33,795 = 67,590$ full-time students, based on entrant numbers in 2009-10
- $3 \times 19,955 = 59,865$ part-time students, based on entrant numbers in 2009-10.

Not all students will complete their programme of study, but some will repeat years, so this provides a reasonable, if rough, estimate of the equilibrium number of students: $67,590 + 59,865 = 127,455$. Note that this projection (based on one further year's data) is around 30,000 higher than that reported in HEFCE 2008/16.

Table 3 Numbers of entrants, 2004-05 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Year of entry	Number of entrants	% increase from previous year
2004-05	19,585	-
2005-06	26,930	38%
2006-07	33,735	25%
2007-08	40,770	21%
2008-09	47,495	16%

38. The absolute year-on-year changes shown in Table 3 are in line with those observed in Table 2. We note that while numbers of these foundation degree entrants more than doubled from 2004-05 to 2008-09, the rate of increase has slowed year-on-year. The rate of growth remained substantial between 2007-08 and 2008-09, and if the trend continues it may be a number of years yet before growth in foundation degree entrants can be considered to have levelled off.

39. Table 4 considers home qualifiers from foundation degrees registered at HEIs in England. We report the numbers of such qualifiers in each year from 2004-05 to 2008-09, regardless of when they started their foundation degree study.

Table 4 Numbers of qualifiers, 2004-05 to 2008-09 (home foundation degree qualifiers at HEIs in England)

Year of foundation degree awarded	Number of qualifiers	% increase from previous year
2004-05	4,615	-
2005-06	7,225	57%
2006-07	8,995	24%
2007-08	11,435	27%
2008-09	14,365	26%

40. It is important to note that some foundation degree students qualify with an honours degree without being reported as gaining a foundation degree. These qualifiers are excluded from the cohorts described above. In addition, data on qualifications within the ILR are incomplete and this report, as with its predecessors, considers rates of qualification and progression for foundation degree students registered at HEIs only.

41. While the qualifiers described in Table 4 are only a subset of all foundation degree qualifiers, they serve to highlight the positive trends observed between 2004-05 and 2008-09. The number of qualifiers more than doubled over this period, and the three most recent year-on-year changes show that the number of qualifiers increased by around a quarter each year.

Growth observed in the number of providers

42. Table 5 shows the numbers and proportions of FECs and HEIs involved with the teaching and/or awarding of foundation degrees. We consider institutions with foundation degree students either registered at that institution, or taught at that institution but registered elsewhere, across the period from 2001-02 to 2008-09.

43. Note that Table 5 is not complete. The number of FECs involved in the teaching of foundation degree students were under-reported in 2007-08 and 2008-09¹³. As a result, for 2007-08 and 2008-09 we only provide information regarding the numbers of pre- and post-1992 HEIs involved with foundation degree provision. Instances in Table 5 where detail has been omitted are marked with an asterisk (*).

Table 5 HEIs and FECs in England involved with foundation degree provision

Academic year	Pre-1992 HEIs		Post-1992 HEIs		FECs		Total number of institutions involved
	Number	Proportion of total	Number	Proportion of total	Number	Proportion of total	
2001-02	13	13%	37	38%	47	48%	97
2002-03	13	9%	46	31%	88	60%	147
2003-04	11	5%	57	25%	160	70%	228
2004-05	19	6%	64	19%	254	75%	337
2005-06	22	6%	71	20%	260	74%	353
2006-07	24	7%	70	19%	275	75%	369
2007-08	27	*	69	*	*	*	*
2008-09	28	*	70	*	*	*	*

Table 5 notes: relates to Table 3 of HEFCE 2008/16. Data sources: registrations – Columns 1 and 2 of HESSES and HEIFES; tuition, and registered with another institution – ILR and HESA.

Context statistics

44. In respect of programme and student characteristics of foundation degrees, this report discusses entrants to each year 2006-07, 2007-08 and 2008-09. We consider each of the characteristics for home entrants to foundation degree programmes at English FECs and HEIs. Where 'entrants' are referred to in paragraphs 46 to 113, it is this population of entrants that is being referenced.

45. However, we note that foundation degree provision is not restricted to home students, nor to English institutions. In paragraphs 46 to 48 we provide statistics to show the population considered by this report in context of these wider populations. In addition,

¹³ A number of HEIs failed to return the teaching locations of some of their students in the 2007-08 and 2008-09 HESA student records. Amended 2007-08 data have been sourced from three institutions where this problem was particularly severe, but information was not complete in either year to enable identification of all FECs involved with foundation degree teaching.

we consider our population of interest by mode of study: in most instances, this report discusses the profiles of full- and part-time students in turn.

46. Table 6 shows all foundation degree entrants at HEIs and FECs in the UK, by the country of provision¹⁴. It shows that 97 per cent of foundation degree provision occurred in England.

47. Entrants to foundation degrees at English institutions are considered in Table 7 by domicile. It shows that 96 per cent of such entrants in 2006-07 and 2007-08, and 97 per cent in 2008-09, were home students. These proportions are similar to those previously reported.

Table 6 Entrants by country of provision, 2006-07 to 2008-09 (all foundation degree entrants at HEIs and FECs in the UK)

Country of provision	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
England	35,130	97%	42,300	97%	48,975	97%
Northern Ireland	250	1%	160	0%	85	0%
Scotland	0	0%	0	0%	0	0%
Wales	990	3%	1,240	3%	1,345	3%
Total	36,370	100%	43,705	100%	50,405	100%

Table 7 Entrants by domicile, 2006-07 to 2008-09 (all foundation degree entrants at HEIs and FECs in England)

Domicile	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
UK	33,735	96%	40,770	96%	47,495	97%
EU	510	1%	665	2%	625	1%
Rest of the world	890	3%	865	2%	855	2%
Total	35,130	100%	42,300	100%	48,975	100%

Table 7 note: relates to Table 11 of HEFCE 2008/16.

48. Home entrants to foundation degree programmes at English institutions are considered in Table 8 by their mode of study. It shows that in each of the cohorts, around three in every five foundation degree entrants studied on a full-time basis.

¹⁴ That is, where the teaching takes place, not the location of the administrative centre of the institution where the students are registered.

Table 8 Entrants by mode of study, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Mode of study	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Full-time	19,720	58%	23,835	58%	28,545	60%
Part-time	14,015	42%	16,935	42%	18,950	40%
Total	33,735	100%	40,770	100%	47,495	100%

Programme characteristics

49. The characteristics discussed in this section of the report are:

- type of foundation degree provider
- region of foundation degree provision
- subject area of study
- expected course length
- distance learning and distance to study.

Type of foundation degree provider

50. In this section we consider the types of foundation degree provider at which students were registered and taught in 2006-07.

51. The proportion of students in franchised provision (that is, the numbers of those registered at an HEI and taught at an FEC) is likely to have been under-reported in 2007-08 and 2008-09. Whether or not they were taught at the HEI at which they were registered was not recorded for a substantial number of students¹⁵. As a result, an accurate profile of foundation degree entrants within these cohorts by the type of provider is not possible, and this characteristic is examined for 2006-07 entrants only.

52. Table 9 shows the number of foundation degree entrants by the type of institution where they are registered and where they are taught.

¹⁵ A number of HEIs failed to return the teaching locations of some of their students in the 2007-08 and 2008-09 HESA student records. Consequently, accurate identification of franchised students was not possible in either year and the numbers of students registered at an HEI and taught at an FEC were under-reported.

Table 9 Entrants by institution type, 2006-07 (home foundation degree entrants at HEIs and FECs in England)

Institution		Full-time		Part-time	
Registering	Teaching	Number	Proportion	Number	Proportion
HEI	HEI	6,445	33%	7,115	51%
HEI	HEI and FEC	420	2%	385	3%
HEI	FEC	7,360	37%	3,680	26%
FEC	FEC	5,495	28%	2,830	20%
Total		19,720	100%	14,015	100%

Table 9 notes: relates to Table 4 of HEFCE 2008/16. Where a franchise institution is unknown then this is assumed to be an FEC. The type of institution where students are taught strictly refers to their year of entry only, though most will continue at the same type of institution for the whole programme (see HEFCE 2007/03, paragraph 70.)

53. Table 9 shows that the overall pattern is similar to that reported previously, with a majority of full-time entrants taught at FECs: 67 per cent of full-time entrants in 2006-07 were taught wholly or partly at an FEC. Conversely, among part-time entrants a majority (51 per cent) were registered and taught at an HEI.

Region of provision

54. Table 10 shows the number of full-time entrants by the region of provision¹⁶.

55. Table 10 shows that the distribution of full-time foundation degree entrants across the English regions is largely similar to that reported previously. Further, the distribution is generally similar to the distribution of 20 to 29 year-olds in England. One of the more notable deviances is observed in the South West: the region contributes at least 17 per cent of full-time foundation degree entrants, in each year considered, but the proportion of 20 to 29 year-olds residing in the South West was eight percentage points lower, at 9 per cent.

56. Table 11 shows the equivalent to Table 10 for part-time foundation degree entrants.

¹⁶ Regions of provision are derived from locations of teaching, not the location of the administrative centre of the institution where the students are registered. With the exception of London and the South East, analysis has shown that minimal teaching locations are outside the region of the registering institution. This minimises the effect of the problem described at paragraph 51 and footnote 15, and enables inclusion of Tables 10 and 11. The London and South East regions have been grouped together.

Table 10 Full-time entrants by region of provision, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Region	2006-07		2007-08		2008-09		% of population (20-29)
	Number	Proportion	Number	Proportion	Number	Proportion	
East Midlands	1,300	7%	1,780	7%	2,120	7%	8%
East of England	1,360	7%	1,700	7%	1,995	7%	10%
London and South East	5,530	28%	6,180	26%	7,345	26%	33%
North East	1,780	9%	2,100	9%	1,885	7%	5%
North West	2,915	15%	3,560	15%	4,795	17%	13%
South West	3,440	17%	4,095	17%	5,080	18%	9%
West Midlands	1,225	6%	1,620	7%	2,160	8%	10%
Yorkshire and The Humber	2,175	11%	2,800	12%	3,155	11%	11%
Total	19,720	100%	23,835	100%	28,545	100%	100%

Table 10 notes: relates to Table 5 of HEFCE 2008/16. Population of 20 to 29 year-olds by region taken from sub-national population projections published by the Office for National Statistics at www.statistics.gov.uk

Table 11 Part-time entrants by region of provision, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Region	2006-07		2007-08		2008-09		% of population (20-29)
	Number	Proportion	Number	Proportion	Number	Proportion	
East Midlands	1,125	9%	1,065	7%	1,165	7%	8%
East of England	1,105	9%	1,105	7%	1,465	9%	10%
London and South East	2,820	22%	3,780	25%	3,875	23%	33%
North East	1,245	10%	1,780	12%	2,075	12%	5%
North West	2,045	16%	2,160	14%	2,170	13%	13%
South West	1,155	9%	925	6%	1,105	7%	9%
West Midlands	1,515	12%	2,365	16%	3,015	18%	10%
Yorkshire and The Humber	1,595	13%	1,775	12%	1,860	11%	11%
Total (excluding OU)	12,605	100%	14,955	100%	16,730	100%	100%
Open University	1,405		1,980		2,220		
Total (including OU)	14,015		16,935		18,950		

Table 11 notes: see Table 10 notes. OU: Open University.

57. Table 11 shows that variation across the three years considered is greater for part-time entrants than was observed among full-time entrants. Although the North West was the second-largest region in 2006-07 it was overtaken by the West Midlands in 2008-09. Table 11 also demonstrates the increases observed in foundation degree provision at the Open University. Numbers of part-time foundation degree entrants at the Open University increased by 58 per cent from 2006-07 to 2008-09.

58. Part-time foundation degree entrants taught at institutions in London and the South East are seen to be under-representative of the population of 20 to 29 year-olds in those regions. Table 11 shows that in each year the proportion of such entrants was at least eight percentage points lower than the proportion of 20 to 29 year-olds (33 per cent).

Subject area of study

59. Table 12 shows the number of full-time entrants by subject area of study, based on identification of subject areas using the Joint Academic Coding System (JACS) classifications¹⁷.

¹⁷ Details of the JACS classifications can be found at www.hesa.ac.uk under Information Provision/Students in HEIs/Subject/Subject area of study.

Table 12 Full-time entrants by subject area of study, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Subject area of study	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Medicine and dentistry	0	0%	0	0%	0	0%
Subjects allied to medicine	1,770	9%	1,795	8%	2,265	8%
Biological sciences	1,330	7%	1,580	7%	2,020	7%
Veterinary science	0	0%	0	0%	0	0%
Agriculture and related subjects	1,440	7%	1,640	7%	1,770	6%
Physical sciences	245	1%	250	1%	305	1%
Mathematical sciences	0	0%	60	0%	0	0%
Computer sciences	1,595	8%	1,665	7%	1,910	7%
Engineering and technology	1,170	6%	1,455	6%	1,945	7%
Architecture, building and planning	275	1%	420	2%	565	2%
Social studies	1,475	7%	2,340	10%	2,935	10%
Law	85	0%	110	0%	165	1%
Business and administrative studies	2,530	13%	2,985	13%	3,585	13%
Mass communication and documentation	620	3%	830	3%	885	3%
Languages	0	0%	0	0%	0	0%
Historical and philosophical studies	45	0%	55	0%	105	0%
Creative arts and design	4,375	22%	5,360	22%	6,310	22%
Education	2,140	11%	2,670	11%	3,025	11%
Combined	615	3%	625	3%	755	3%
Total	19,720	100%	23,835	100%	28,545	100%

Table 12 notes: relates to Table 6 of HEFCE 2008/16. A small number of entrants were recorded as studying medicine and dentistry, and veterinary sciences. It has been assumed that these were coding errors and they have been included within the 'other' sub-group of 'subjects allied to medicine' (for medicine and dentistry), and within 'agriculture and related subjects' (for veterinary sciences).

60. The distribution of full-time foundation degree entrants across subject areas is seen to be similar in all years considered, with 'creative arts and design' being the most commonly studied subject area (by 22 per cent of the cohort in each year).

61. Table 13 shows the equivalent to Table 12 for part-time entrants to foundation degrees in 2006-07 and 2007-08.

Table 13 Part-time entrants by subject area of study, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Subject area of study	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Medicine and dentistry	0	0%	0	0%	0	0%
Subjects allied to medicine	915	7%	1,340	8%	1,300	7%
Biological sciences	215	2%	280	2%	420	2%
Veterinary science	0	0%	0	0%	0	0%
Agriculture and related subjects	510	4%	580	3%	490	3%
Physical sciences	45	0%	90	1%	220	1%
Mathematical sciences	0	0%	0	0%	15	0%
Computer sciences	720	5%	695	4%	895	5%
Engineering and technology	1,035	7%	1,110	7%	1,370	7%
Architecture, building and planning	585	4%	665	4%	565	3%
Social studies	1,270	9%	2,105	12%	2,300	12%
Law	225	2%	245	1%	320	2%
Business and administrative studies	2,985	21%	3,820	23%	4,885	26%
Mass communication and documentation	30	0%	25	0%	65	0%
Languages	0	0%	0	0%	0	0%
Historical and philosophical studies	170	1%	270	2%	390	2%
Creative arts and design	325	2%	805	5%	665	4%
Education	4,705	34%	4,680	28%	4,670	25%
Combined	275	2%	235	1%	375	2%
Total	14,015	100%	16,945	100%	18,950	100%

Table 13 notes: see Table 12 notes.

62. Table 13 shows that 'education' was the most commonly studied subject area in 2006-07 and 2007-08, accounting for 34 per cent and 28 per cent of part-time entrants in each year respectively. 'Business and administrative studies' was most commonly studied in 2008-09 – by 26 per cent of these foundation degree entrants.

Expected course length

63. Tables 14 and 15 show the numbers of full- and part-time entrants respectively, by the expected course lengths for foundation degree programmes. Note that individual students will not necessarily take this time to complete the course. Some, through prior learning, may be able to start part-way through a course, while others may need to repeat a year.

64. The expected course lengths of entrants to full-time foundation degrees are shown in Table 14. A course length of two years was most commonly expected: by 91 per cent of these entrants in 2008-09. In each year, more than 90 per cent of full-time entrants were not expected to study for longer than two years to achieve their foundation degree.

Table 14 Full-time entrants by expected course lengths, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Course length (years)	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
1	1,085	5%	1,090	5%	830	3%
2	17,410	88%	20,670	87%	25,835	91%
3	1,065	5%	1,945	8%	1,530	5%
4 or more	80	0%	125	1%	215	1%
Indefinite	85	0%	0	0%	135	0%
Total	19,720	100%	23,835	100%	28,545	100%

Table 14 notes: relates to Table 8 of HEFCE 2008/16.

65. As might be expected, Table 15 shows that longer course lengths are more commonly expected among part-time foundation degree entrants. The most common course length was three years: expected for 37 per cent of entrants in 2008-09.

66. However, Table 15 also shows that more than one-third of part-time entrants in 2007-08 (36 per cent) were studying on programmes expected to take two years or less. Between 2006-07 and 2008-09 an increase of 49 per cent was observed in the number of part-time entrants on programmes with an expected length of one or two years. Some institutions (at their own discretion) may allow foundation degree entrants to accelerate their programme of study if they hold appropriate prior qualifications or experience: Table 15 suggests a possible increase in this practice. The progression rates for part-time, two-year programmes suggest that two years is insufficient for most part-time students to complete the course¹⁸.

¹⁸ Rates of qualification among students expected to qualify from two-year programmes at HEIs in England are discussed in paragraphs 105 to 109 and Table 32.

Table 15 Part-time entrants by expected course lengths, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Course length (years)	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
1	360	3%	265	2%	305	2%
2	4,215	30%	5,440	32%	6,500	34%
3	5,375	38%	6,985	41%	7,095	37%
4 or more	2,630	19%	2,155	13%	2,420	13%
Indefinite	1,435	10%	2,095	12%	2,630	14%
Total	14,015	100%	16,935	100%	18,950	100%

Table 15 notes: relates to Table 8 of HEFCE 2008/16.

Distance learning

67. Table 16 shows the number of entrants whose main form of study was distance learning. Note that all of these students are on part-time programmes: there were only a very small number of entrants returned as studying full-time by distance learning.

Table 16 Entrants studying part-time by distance learning, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Institution type (registering)	2006-07		2007-08		2008-09	
	Number	% of part-time entrants	Number	% of part-time entrants	Number	% of part-time entrants
HEI (not OU)	750	5%	1,545	9%	1,720	9%
Open University	1,405	10%	1,980	12%	2,220	12%
FEC	85	1%	75	0%	275	1%
Total distance learning entrants	2,240	16%	3,600	21%	4,215	22%
Other part-time entrants	11,770	84%	13,340	79%	14,735	78%
Total part-time entrants	14,015	100%	16,935	100%	18,950	100%

Table 16 notes: relates to Table 9 of HEFCE 2008/16. 'Institution type' refers to the type of institution at which a distance learning student is registered.

68. The number and proportion of entrants studying part-time by distance learning is seen to have increased from 2006-07 to 2008-09: by almost 2,000 students, or six percentage points. In 2008-09, more than one in five part-time entrants to foundation degrees studied by distance learning.

Student attributes

69. In this section of the report we present the attributes of students on foundation degree programmes. The statistics relate to foundation degree entrants in 2006-07, 2007-08 and 2008-09, and the attributes described are:

- sex
- age
- ethnicity
- disability
- socio-economic and educational background
- prior qualifications and previous experience of higher education.

Sex

70. Table 17 shows the profile of full-time foundation degree entrants by sex.

Table 17 Full-time entrants by sex, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Sex	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Male	9,315	47%	11,065	46%	13,185	46%
Female	10,405	53%	12,770	54%	15,355	54%
Total	19,720	100%	23,835	100%	28,545	100%

Table 17 notes: relates to Table 12 of HEFCE 2008/16.

71. It was previously reported that 51 per cent of each of the 2004-05 and 2005-06 cohorts of full-time foundation degree entrants were female. This proportion increased to 54 per cent in 2007-08 and 2008-09.

72. Table 18 shows that women are in a clear majority among part-time foundation degree entrants, whereas numbers of men and women were similar among those studying full-time. However, converse to the increasing trend in the proportion of females among full-time entrants, the proportion of part-time entrants who were female decreased: from 67 per cent in 2006-07 to 64 per cent in 2008-09.

Table 18 Part-time entrants by sex, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Sex	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Male	4,675	33%	5,930	35%	6,795	36%
Female	9,340	67%	11,005	65%	12,160	64%
Total	14,015	100%	16,935	100%	18,950	100%

Table 18 notes: relates to Table 12 of HEFCE 2008/16.

Age

73. The age profiles of full- and part-time foundation degree entrants are shown in Table 19 and Table 20 respectively. The proportions of older entrants to foundation degree courses were higher than for undergraduate study as a whole.

Table 19 Full-time entrants by age of student on entry, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Age on entry	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
15 to 17	190	1%	170	1%	260	1%
18 to 19	9,705	49%	11,600	49%	13,675	48%
20 to 24	3,275	17%	3,970	17%	4,935	17%
25 to 29	2,030	10%	2,465	10%	2,965	10%
30 to 34	1,205	6%	1,595	7%	1,855	7%
35 to 39	1,215	6%	1,455	6%	1,725	6%
40 to 44	1,035	5%	1,280	5%	1,450	5%
45 to 49	650	3%	750	3%	970	3%
50 and over	405	2%	540	2%	690	2%
Total known	19,705	100%	23,820	100%	28,530	100%
Unknown	15		15		15	
Total	19,720		23,835		28,545	

Table 19 notes: relates to Figure 1 and Table 13 of HEFCE 2008/16.

74. Table 19 shows that the age profile is similar across each cohort, with around half of full-time foundation degree entrants in each year aged 18 or 19. In addition, nearly a quarter of each cohort were aged 30 and over.

Table 20 Part-time entrants by age of student on entry, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Age on entry	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
15 to 17	25	0%	40	0%	40	0%
18 to 19	1,370	10%	1,750	10%	1,990	11%
20 to 24	2,230	16%	2,985	18%	3,235	17%
25 to 29	2,435	17%	2,870	17%	3,270	17%
30 to 34	1,930	14%	2,195	13%	2,475	13%
35 to 39	2,105	15%	2,445	14%	2,580	14%
40 to 44	1,870	13%	2,180	13%	2,355	12%
45 to 49	1,170	8%	1,450	9%	1,600	8%
50 and over	820	6%	990	6%	1,340	7%
Total known	13,960	100%	16,905	100%	18,880	100%
Unknown	55		35		70	
Total	14,015		16,935		18,950	

Table 20 notes: relates to Figure 1 and Table 13 of HEFCE 2008/16.

75. The age profile of part-time entrants is notably older than that observed for full-time entrants: Table 20 shows that 55 per cent or more of each cohort were aged 30 and over. There were few young part-time entrants, with only around one in 10 part-time entrants aged under 20.

Ethnicity

76. Table 21 shows the numbers of full-time entrants from different ethnic groups. The profile is similar to those reported previously, with White students representing more than 80 per cent of each cohort.

Table 21 Full-time entrants by ethnicity, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Ethnicity	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Asian/Asian British – Bangladeshi	135	1%	160	1%	160	1%
Asian/Asian British – Indian	465	2%	465	2%	555	2%
Asian/Asian British – Pakistani	450	2%	540	2%	630	2%
Chinese	100	1%	135	1%	145	1%
Other Asian background	170	1%	220	1%	280	1%
Black/Black British – African	605	3%	765	3%	1,035	4%
Black/Black British – Caribbean	450	2%	490	2%	700	3%
Other Black background	100	1%	105	0%	160	1%
Other (including mixed)	795	4%	1,100	5%	1,335	5%
White	15,640	83%	18,880	83%	22,735	82%
Total known	18,910	100%	22,855	100%	27,730	100%
Unknown	810		980		815	
Total	19,720		23,835		28,545	

Table 21 notes: relates to Table 14 of HEFCE 2008/16.

77. The profile of part-time foundation degree entrants is shown in Table 22 by ethnicity. As was previously reported, in comparison to full-time entrants, lower proportions of part-time entrants come from minority ethnic groups.

Table 22 Part-time entrants by ethnicity, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Ethnicity	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
Asian/Asian British – Bangladeshi	35	0%	75	0%	85	0%
Asian/Asian British – Indian	170	1%	230	1%	250	1%
Asian/Asian British – Pakistani	150	1%	245	2%	250	1%
Chinese	30	0%	30	0%	40	0%
Other Asian background	90	1%	100	1%	130	1%
Black/Black British – African	240	2%	300	2%	390	2%
Black/Black British – Caribbean	240	2%	340	2%	380	2%
Other Black background	50	0%	65	0%	70	0%
Other (including mixed)	310	2%	395	3%	530	3%
White	11,595	90%	13,820	89%	15,410	88%
Total known	12,910	100%	15,595	100%	17,535	100%
Unknown	1,100		1,340		1,415	
Total	14,015		16,935		18,950	

Table 22 notes: relates to Table 14 of HEFCE 2008/16.

Disability

78. Table 23 and Table 24 show the proportions of full- and part-time foundation degree entrants respectively, by their disability status and whether or not they are in receipt of Disabled Students' Allowance (DSA). The proportions with and without a reported disability are similar to those reported previously, and to those for undergraduate provision as a whole.

Table 23 Full-time entrants by disability status, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Disability status	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
With DSA	445	2%	585	2%	850	3%
With disability, not with DSA	1,520	8%	2,010	8%	2,380	8%
Without a recorded disability	17,750	90%	21,245	89%	25,310	89%
Total	19,720	100%	23,835	100%	28,545	100%

Table 23 notes: relates to Table 15 of HEFCE 2008/16.

Table 24 Part-time entrants by disability status, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Disability status	2006-07		2007-08		2008-09	
	Number	Proportion	Number	Proportion	Number	Proportion
With DSA	110	1%	115	1%	130	1%
With disability, not with DSA	610	4%	825	5%	895	5%
Without a recorded disability	13,290	95%	15,995	94%	17,925	95%
Total	14,015	100%	16,935	100%	18,950	100%

Table 24 notes: relates to Table 15 of HEFCE 2008/16.

Socio-economic and educational background

79. The measure of the socio-economic and educational background of students used here is based on one of those used in the performance indicators published by HESA¹⁹. The proportions of students coming from a low-participation neighbourhood (LPN)²⁰ are considered for entrants to HEIs and FECs: we note that the performance indicators do not currently publish the area-based LPN measure for entrants to FECs.

80. Note that the proportions of mature entrants from LPNs are best considered as a different statistic from those for young entrants. Not only are there minor definitional differences (see Table 25 notes), but while the address at the time of application can give an indication of the background for young entrants, the same cannot be assumed for mature students because they are more likely to have moved away from the area in which they grew up.

81. Table 25 shows the proportions of full-time entrants to HEIs and FECs from LPNs by the age group of the student.

Table 25 Full-time entrants from LPNs, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Institution type (registering)	Age group	2006-07		2007-08		2008-09	
		Number of entrants	% from LPN	Number of entrants	% from LPN	Number of entrants	% from LPN
FEC	Young	2,870	21%	3,160	24%	3,950	22%
	Mature	2,580	23%	3,135	24%	3,890	24%
HEI	Young	6,695	14%	7,815	15%	9,605	15%
	Mature	6,810	16%	8,145	15%	10,130	16%
Unknowns		765		1,580		970	
Total		19,720		23,835		28,545	

Table 25 notes: relates to Table 16 of HEFCE 2008/16. LPN: low-participation neighbourhood. 'Institution type' refers to the type of institution at which a student is registered. 'Mature' relates to students aged 21

¹⁹ The performance indicators are published annually by HESA on behalf of the four UK higher education funding bodies. See www.hesa.ac.uk under Performance Indicators for more information.

²⁰ Low-participation neighbourhoods are defined using POLAR2: a method based on the HE participation rates of the 2001 Census Area Statistics wards. Census wards were grouped by their young participation rates to give five quintile groups of areas ordered from '1' (wards with the lowest participation) to '5' (wards with the highest participation). Students are denoted as being from an LPN if their postcode falls within a ward that belongs to the lowest POLAR quintile. For more information on POLAR and POLAR2 see www.hefce.ac.uk under Widening participation/POLAR and participation rates.

and over at the commencement of their course. 'Unknowns' includes those with unknown postcode or date of birth.

82. The proportion of full-time entrants from LPNs commencing a foundation degree at an FEC is higher than that for HEIs. Table 25 shows that the proportions of full-time entrants to HEIs from LPNs are at least seven percentage points lower than equivalent proportions for FECs.

83. Table 26 shows the equivalent to Table 25 for part-time foundation degree entrants. The proportions of young entrants from LPNs remain higher among those part-time students entering FECs compared to HEIs.

Table 26 Part-time entrants from LPNs, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Institution type (registering)	Age group	2006-07		2007-08		2008-09	
		Number of entrants	% from LPN	Number of entrants	% from LPN	Number of entrants	% from LPN
FEC	Young	375	22%	470	19%	615	21%
	Mature	2,435	23%	2,585	23%	3,350	22%
HEI	Young	960	15%	1,065	17%	1,205	16%
	Mature	9,605	18%	11,375	18%	12,655	19%
Unknowns		640		1,450		1,125	
Total		14,015		16,935		18,950	

Table 26 notes: see Table 25 notes.

Prior qualifications and previous experience of higher education

84. Table 27 shows the highest qualifications held by full-time entrants prior to commencement of their foundation degree programme and whether or not that qualification is at HE level.

Table 27 Full-time entrants by prior qualification, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Qualifications on entry		2006-07		2007-08		2008-09	
		Number	Proportion	Number	Proportion	Number	Proportion
HE level	Postgraduate (excluding PGCE)	140	1%	150	1%	205	1%
	First degree (including PGCE)	510	3%	615	3%	655	2%
	HND/HNC	700	4%	825	3%	965	3%
	Foundation degree	25	0%	145	1%	185	1%
	Graduate equivalent qualification (including higher NVQ)	130	1%	170	1%	185	1%
	Other HE qualification of less than degree standard (including institutional credits)	1,020	5%	1,105	5%	1,640	6%
	Subtotal	2,525	13%	3,010	13%	3,830	13%
FE level or below	A-level, VCE and equivalents	7,200	37%	9,460	40%	10,800	38%
	BTEC level 3	2,310	12%	3,125	13%	3,495	12%
	Other FE-level qualification	1,145	6%	1,500	6%	2,500	9%
	GCSE and equivalents	1,000	5%	1,000	4%	1,370	5%
	Other non-advanced qualification	1,410	7%	1,005	4%	1,115	4%
	APEL	645	3%	660	3%	425	1%
	No formal qualification	155	1%	375	2%	515	2%
	Subtotal	13,865	70%	17,125	72%	20,215	71%
Unknown		3,330	17%	3,700	16%	4,495	16%
Total		19,720	100%	23,835	100%	28,545	100%

Table 27 notes: Relates to Tables 19 and 21 of HEFCE 2008/16.

PGCE: Postgraduate Certificate in Education.

HND/HNC: Higher National Diploma or Higher National Certificate.

Higher NVQ: General National Vocational Qualifications (GNVQs) and National Vocational Qualifications (NVQs) at level 5.

'Other HE qualification of less than degree standard' includes, among others: institutional credits; certificate and diplomas of HE; GNVQs and NVQs at level 4; and professional qualifications.

'A-level, VCE and equivalents' includes, in any combination, any one or more of: A-level; AS-level; GNVQs and NVQs at level 3; Advanced Vocational Certificates of Education (AVCEs); Vocational Certificates of Education (VCEs); and all of their Scottish equivalents.

BTEC level 3: BTEC National Award, Certificate or Diploma, or earlier Ordinary National Certificate or Diploma awards.

'Other FE-level qualification' includes the following further education (FE)-level qualifications: Access to HE courses; Advanced Modern Apprenticeships; Baccalaureate.

'GCSE and equivalents': General Certificate of Secondary Education (GCSE) also includes earlier O-levels and Scottish equivalents.

Other non-advanced qualification includes, among others, NVQs at level 2.

APEL: Accreditation of prior experiential learning.

85. Table 27 shows that around 70 per cent of full-time entrants held qualifications on entry that were at further education level or below. That is, a large majority had not successfully experienced HE prior to their foundation degree studies.

86. Table 27 shows that the profile of qualifications on entry is broadly similar across each of the three full-time cohorts considered, with A-level-type qualifications being the most commonly held on entry. A-levels, VCEs or equivalents were increasingly the highest qualifications held: from 37 per cent of the 2006-07 cohort to 38 per cent of the 2008-09 cohort.

87. Table 28 shows the equivalent to Table 27 for part-time foundation degree entrants. As with full-time entrants, the profile of qualifications on entry is broadly similar across each cohort considered.

Table 28 Part-time entrants by prior qualification, 2006-07 to 2008-09 (home foundation degree entrants at HEIs and FECs in England)

Qualifications on entry		2006-07		2007-08		2008-09	
		Number	Proportion	Number	Proportion	Number	Proportion
HE level	Postgraduate (excluding PGCE)	215	2%	275	2%	440	2%
	First degree (including PGCE)	735	5%	1,225	7%	1,310	7%
	HND/HNC	910	7%	1,045	6%	1,285	7%
	Foundation degree	25	0%	50	0%	110	1%
	Graduate equivalent qualification (including higher NVQ)	90	1%	160	1%	200	1%
	Other HE qualification of less than degree standard (including institutional credits)	1,600	11%	1,680	10%	2,225	12%
	Subtotal	3,580	26%	4,440	26%	5,570	29%
FE level or below	A-level, VCE and equivalents	3,645	26%	3,905	23%	3,680	19%
	BTEC level 3	760	5%	1,225	7%	1,100	6%
	Other FE-level qualification	235	2%	985	6%	2,190	12%
	GCSE and equivalents	1,270	9%	1,345	8%	1,565	8%
	Other non-advanced qualification	645	5%	905	5%	830	4%
	APEL	1,215	9%	690	4%	515	3%
	No formal qualification	165	1%	570	3%	565	3%
	Subtotal	7,930	57%	9,630	57%	10,450	55%
Unknown		2,500	18%	2,865	17%	2,930	15%
Total		14,015	100%	16,935	100%	18,950	100%

Table 28 notes: see Table 27 notes.

88. Table 28 shows that A-level type qualifications are again the most commonly held highest qualification on entry. The proportion returned with these qualifications on entry decreased across each of the three cohorts. In 2006-07, 26 per cent of part-time foundation degree entrants held A-level type qualifications on entry, compared to 19 per cent of the 2008-09 cohort.

89. In contrast, the proportion holding other FE-level qualifications increased to 12 per cent in 2008-09: this is largely attributable to growth in the number of entrants holding level 3 NVQs and GNVQs on entry to their foundation degree. We do not know whether this increase is real or results from qualifications on entry data being collected in richer detail from 2007-08²¹.

90. Table 28 shows that the profile of part-time foundation degree entrants differs from that of full-time entrants. It is likely that this difference relates to the age profile of full- and part-time entrants, as shown in Table 19 and Table 20 respectively. As might be expected, HE-level qualifications on entry were more common among part-time entrants. In particular, 'First degree (including PGCE)', 'HND/HNC' and 'Other HE qualification of less than degree standard (including institutional credits)' each accounted for around twice the proportion of part-time entrants than they did full-time entrants.

Progression through foundation degree programmes

91. In this section we present the rates of progression and qualification among students on foundation degree programmes. Data from 2004-05 through to 2008-09 were linked together to form a longitudinal record for individual students. Progression statistics are then derived for those entering in 2004-05, 2005-06, 2006-07 and 2007-08.

92. Two sets of statistics are presented:

- rates and nature of progression from year of entry
- rates of qualifying.

93. For the progression from the year of entry statistics we show rates for students registered at both HEIs and FECs, but because data on qualifications within the ILR are incomplete, qualification rates are only provided for students registered at HEIs.

94. In order to provide straightforward and interpretable results we have selected only programmes that follow a standard academic year. In consideration of rates of qualification we reduce the population further to include only those students on programmes expected to take two or three years to complete. Each of the qualification statistics report only on the most recent cohort possible: statistics relating to earlier, unreported cohorts are provided at Annex A.

Rates of progression from year of entry

95. The rates of progression from the year of entry into the following year of study are shown in Table 29 for those full-time students who commenced foundation degree programmes in academic years 2005-06, 2006-07 and 2007-08, and whose courses follow a standard academic year. Rates of progression are shown separately for students registered at FECs and HEIs.

²¹ The 2007-08 student data collections disaggregated NVQs, GNVQs and their Scottish equivalents from 'A-level equivalent not elsewhere specified' for the first time.

Table 29 Progression from year of entry into a second year of study: full-time entrants, 2005-06 to 2007-08 (home foundation degree entrants on standard academic years at HEIs and FECs in England)

Institution type	Study towards (or award) in second year of study	2005-06 entrants		2006-07 entrants		2007-08 entrants	
		Number	Proportion	Number	Proportion	Number	Proportion
FECs	FD progress – same institution	1,810	45%	2,790	52%	3,250	52%
	FD progress – different institution	60	1%	170	3%	235	4%
	FD repeat	870	22%	705	13%	540	9%
	Any FD study	2,740	68%	3,665	68%	4,025	64%
	Change to honours degree or higher	165	4%	175	3%	255	4%
	Change to other HE-level course	45	1%	40	1%	65	1%
	Any HE study	2,950	73%	3,880	72%	4,350	69%
	Not studying in HE	1,085	27%	1,515	28%	1,940	31%
	All FEC entrants	4,030	100%	5,390	100%	6,290	100%
HEIs	FD progress – same institution	7,275	63%	8,160	62%	9,785	61%
	FD progress – different institution	325	3%	445	3%	665	4%
	FD repeat	680	6%	915	7%	1,280	8%
	Any FD study	8,285	71%	9,520	72%	11,740	73%
	Change to honours degree or higher	530	5%	620	5%	705	4%
	Change to other HE-level course	220	2%	230	2%	275	2%
	Any HE study	9,035	78%	10,365	79%	12,710	80%
	Not studying in HE	2,580	22%	2,820	21%	3,260	20%
	All HEI entrants	11,615	100%	13,185	100%	15,970	100%

Table 29 notes: relates to Table 26 of HEFCE 2008/16. FD: foundation degree. 'Institution type' refers to the type of institution at which a student is registered. 'Progress' means that the year of programme of study has increased, or a foundation degree or higher has been awarded, or both. 'Repeat' means that the student studied the same year of programme in the year of entry as in the second year of study. Study at foundation degree level in the second year of study refers to students registered on foundation degrees at HEIs and FECs in the UK. Study in the second year of study includes students registered for any FE or HE study at HEIs in the UK, and students registered for any FE or HE study at FECs in England. Any study outside of this coverage is not included, and the students are categorised as not studying.

96. Table 29 shows that among the three cohorts of full-time entrants considered, rates of progression to a second year of foundation degree study fell for those students registered at FECs: from 68 per cent among the 2005-06 cohort, to 64 per cent among the 2007-08 cohort. We note that this change was driven by an apparent decline in 2007-08 entrants repeating a year of their foundation degree programme in 2008-09: moving forward in a foundation degree was more common among 2007-08 entrants than those in 2006-07 and 2005-06.

97. For the 2004-05, 2005-06 and 2006-07 cohorts the proportions repeating a year were 16 per cent, 22 per cent and 13 per cent respectively. These were notably higher than that observed for the most recent cohort: 9 per cent of 2007-08 entrants repeating a year of their foundation degree was closer to the proportion previously reported for entrants in 2003-04 (11 per cent). Although further analysis has found little to explain these year-on-year changes, they are substantial and caution should be exercised in their interpretation.

98. Conversely, for those full-time entrants registered at HEIs, the rate of progression to further foundation degree study increased by two percentage points: from 71 per cent among entrants in 2005-06 to 73 per cent among the 2007-08 cohort.

99. Table 30 shows the equivalent to Table 29 for part-time entrants.

Table 30 Progression from year of entry into a second year of study: part-time entrants, 2005-06 to 2007-08 (home foundation degree entrants on standard academic years at HEIs and FECs in England)

Institution type	Study towards (or award) in second year of study	2005-06 entrants		2006-07 entrants		2007-08 entrants	
		Number	Proportion	Number	Proportion	Number	Proportion
FECs	FD progress – same institution	770	40%	1,140	41%	1,435	47%
	FD progress – different institution	15	1%	70	3%	45	2%
	FD repeat	335	18%	465	17%	435	14%
	Any FD study	1,120	58%	1,675	60%	1,915	63%
	Change to honours degree or higher	55	3%	60	2%	120	4%
	Change to other HE-level course	30	2%	30	1%	55	2%
	Any HE study	1,205	63%	1,765	63%	2,095	69%
	Not studying in HE	720	37%	1,020	37%	935	31%
	All FEC entrants	1,925	100%	2,785	100%	3,030	100%
HEIs	FD progress – same institution	4,105	58%	4,820	54%	4,710	49%
	FD progress – different institution	145	2%	155	2%	305	3%
	FD repeat	640	9%	795	9%	1,475	15%
	Any FD study	4,890	69%	5,765	64%	6,485	67%
	Change to honours degree or higher	210	3%	220	2%	265	3%
	Change to other HE-level course	185	3%	210	2%	285	3%
	Any HE study	5,285	74%	6,195	69%	7,040	73%
	Not studying in HE	1,815	26%	2,750	31%	2,595	27%
	All HEI entrants	7,100	100%	8,950	100%	9,635	100%

Table 30 notes: see Table 29 notes.

100. Table 30 shows that, in contrast to full-time entrants, the rates of progression for part-time foundation degree entrants registered at FECs increased across the three cohorts considered. Fifty-eight per cent of the 2005-06 cohort continued to a second year of foundation degree study, but the equivalent proportion among the 2007-08 cohort was five percentage points higher.

101. We also see changes in the numbers of entrants registered at HEIs who continued with a second year of foundation degree study. Table 30 shows that the proportion of part-time entrants who progressed with foundation degree study at the same HEI declined from 58 per cent among 2005-06 entrants to 49 per cent among 2007-08 entrants.

102. An apparent increase was observed in the proportion of students repeating a year of their foundation degree: from 9 per cent for 2005-06 and 2006-07 entrants, to 15 per cent for 2007-08 entrants. The latter proportion was similar to those previously reported for entrants in 2003-04 (16 per cent) and 2004-05 (15 per cent). Again, further analysis has found little to explain these year-on-year changes.

Changing mode of study

103. A student will not necessarily follow the same mode of study throughout the whole programme. For those students who continued studying on a foundation degree programme at the same institution through the year of entry and into a second year of study, Table 31 shows the numbers who changed from full- to part-time study, and vice versa.

Table 31 Changing mode of study from year of entry to second year of foundation degree study, 2005-06 to 2007-08 (home foundation degree entrants on standard academic years at HEIs and FECs in England, studying at the same institution in the year of entry and the second year of study)

Mode in year of entry	Mode in second year of study	2005-06 entrants		2006-07 entrants		2007-08 entrants	
		Number	Proportion	Number	Proportion	Number	Proportion
FT	PT progress or repeat	385	5%	570	4%	595	4%
	FT progress or repeat	10,185	95%	11,850	96%	14,060	96%
	FT or PT FD study at the same institution	10,570	100%	12,415	100%	14,655	100%
PT	FT progress or repeat	230	7%	530	6%	445	6%
	PT progress or repeat	5,600	93%	6,625	94%	7,535	94%
	FT or PT FD study at the same institution	5,830	100%	7,155	100%	7,980	100%

Table 31 notes: relates to Table 27 of HEFCE 2008/16. FT: full-time. PT: part-time. The students shown in this table are those shown in Tables 31 and 32 as studying for a foundation degree at the same institution in the second year of study as in their year of entry.

104. As previously reported, most students do not change their mode of study and Table 31 shows that the patterns of change are largely similar across all three cohorts considered here. Among both full- and part-time entrants, less than 10 per cent of each cohort change their mode of study in the second year of their foundation degree. Whether these changes are real, or whether they simply reflect differences in reporting, is not clear. For programmes that include a large proportion of work-based learning, the distinction between full- and part-time study may not be clear.

Rates of qualifying

105. The statistics presented in this section of the report should not be compared with the completion rates published as part of the UK HE performance indicators, which are based on projections of what the qualification rate would be after 15 years. The statistics here are a very exacting measure: we focus on the 'HE qualification rate within the expected course length' and do not allow for students who repeat a year, or take a year out. Entrants following standard academic

are considered, and we have only been able to calculate qualification rates for students registered at HEIs.

106. In order to calculate qualification rates for students on two-year programmes we consider the cohort that entered in 2006-07 and 2007-08, examining their outcomes by 2008-09. We note that the qualification rates for entrants in 2003-04 and 2004-05 were previously reported: rates for unreported cohorts are provided at Annex A.

107. Table 32 shows the qualification rates for students completing two-year programmes within the expected course length.

Table 32 Qualification rates within expected course length, 2007-08 entrants to two-year programmes (home foundation degree entrants on standard academic year two-year programmes at HEIs in England)

2007-08 entrants, outcome by 2008-09	Full-time		Part-time	
	Number	Proportion (outcome in two years)	Number	Proportion (outcome in two years)
FD awarded – same institution	6,865	49%	905	28%
FD awarded – different institution	565	4%	85	3%
FD qualifiers	7,430	53%	985	30%
Honours degree or higher awarded	30	0%	5	0%
Other HE award	355	3%	80	2%
Total HE qualifiers	7,820	56%	1,070	33%
Studying – FD or higher	3,420	25%	1,165	36%
Studying – other HE	170	1%	145	4%
Not studying at HE level	2,490	18%	895	27%
All 2007-08 entrants	13,900	100%	3,275	100%

Table 32 notes: relates to Table 28 of HEFCE 2008/16 and Table A1 at Annex A of this document.

108. Table 32 shows that within two years of commencing their foundation degree, 56 per cent of the full-time cohort in 2007-08 qualified with an HE-level qualification. We note that Table 15 showed that a third of part-time entrants in 2007-08 had an expected course length of two years or less: course lengths more commonly associated with full-time foundation degree study. Although Table 32 shows that, after two years, 33 per cent of part-time entrants on standard academic two-year programmes qualified with an HE award, another 36 per cent were still studying for a foundation degree or higher award. This finding may be suggestive of an understandable inability of part-time students to progress through a foundation degree at the same pace as many full-time students. Alternatively, it may also suggest an inaccurate recording of the expected course length for some part-time entrants.

109. The qualification rates for entrants in 2007-08 are seen to be slightly higher than those for earlier cohorts. The proportion of students qualifying with a foundation degree from the same HEI at which they first registered increased to 49 per cent among full-time students, and to 28 per cent among their part-time counterparts.

110. Table 33 shows the qualification rates for 2006-07 entrants to two-year programmes after two and three years, in other words allowing entrants an additional year in which to complete.

Table 33 Qualification rates within one year after expected course length, 2006-07 entrants to two-year programmes (home foundation degree entrants on standard academic year two-year programmes at HEIs in England)

2006-07 entrants, outcome by 2007-08 and 2008-09	Full-time		Part-time	
	Proportion (outcome in two years)	Proportion (outcome in three years)	Proportion (outcome in two years)	Proportion (outcome in three years)
FD awarded – same institution	47%	52%	25%	39%
FD awarded – different institution	2%	2%	1%	1%
FD qualifiers	49%	54%	27%	40%
Honours degree or higher awarded	0%	4%	0%	2%
Other HE award	2%	3%	2%	3%
Total HE qualifiers	52%	61%	29%	46%
Studying – FD or higher	27%	9%	41%	9%
Studying – other HE	1%	1%	1%	1%
Not studying at HE level	20%	29%	29%	44%
All 2006-07 entrants	11,885	100%	2,870	100%

Table 33 notes: relates to Table 29 of HEFCE 2008/16 and Table A2 at Annex A of this document.

111. Among entrants in 2006-07 who studied full-time, the rate of HE-level qualification increases by 9 percentage points when we consider an additional year beyond the expected course length: from 52 per cent after two years, to 61 per cent after three years. For part-time entrants the increase is larger. After two years, 29 per cent of entrants had gained an HE qualification; after three years this proportion increased to 46 per cent.

112. Table 34 shows the qualification rates for 2006-07 entrants completing three-year programmes within the expected course length. Equivalent rates of qualifying for entrants in 2002-03 and 2003-04 were previously reported, and rates for unreported cohorts are provided at Annex A.

Table 34 Qualification rates within expected course length, 2006-07 entrants to three-year programmes (home foundation degree entrants on standard academic year three-year programmes at HEIs in England)

2006-07 entrants, outcome by 2008-09	Full-time		Part-time	
	Number	Proportion (outcome in three years)	Number	Proportion (outcome in three years)
FD awarded – same institution	240	35%	1,235	37%
FD awarded – different institution	80	11%	180	5%
FD qualifiers	320	46%	1,415	42%
Honours degree or higher awarded	10	1%	20	1%
Other HE award	25	4%	160	5%
Total HE qualifiers	355	51%	1,595	47%
Studying – FD or higher	100	15%	630	19%
Studying – other HE	20	3%	60	2%
Not studying at HE level	220	32%	1,080	32%
All 2006-07 entrants	695	100%	3,360	100%

Table 34 notes: relates to Table 28 of HEFCE 2008/16 and Table A3 at Annex A of this document.

113. The proportions of full- and part-time entrants in 2006-07 who qualified with a foundation degree within the expected three-year course length were higher than those previously reported. Table 34 shows that 42 per cent of part-time entrants qualified within the three-year course length, compared to 46 per cent of full-time entrants. Further, the qualification rates among full- and part-time entrants differ less for three-year programmes than for two-year programmes. The difference of four percentage points here is substantially smaller than that of 23 percentage points between the qualification rates of full- and part-time entrants on two-year programmes, as shown in Table 32.

Progression from foundation to honours degree programmes

114. In this section the analysis is based on home students who qualified with foundation degrees from HEIs in England in 2007-08, whenever they started. We consider the numbers of students following the intended progression route from foundation degrees to honours degree programmes, and the nature of this progression. Note that progression of this nature was previously reported for the 2003-04 and 2004-05 cohorts. Annex A provides statistics relating to the progression of the unreported cohorts.

115. Note that, as we have seen in the analysis of progression through foundation degree programmes, some students qualify with an honours degree without being reported as gaining a foundation degree. These qualifiers are not included in the analysis presented here. Also, as with the qualification rate statistics, this analysis is limited to students registered at HEIs.

116. Table 35 shows the numbers of students who qualified with a foundation degree in 2007-08 and went on to study an honours programme in 2008-09.

Table 35 Progression to honours programme, 2007-08 foundation degree qualifiers (home foundation degree qualifiers registered at HEIs in England)

2007-08 qualifiers, honours degree study in 2008-09	Full-time FD study		Part-time FD study	
	Number of qualifiers	Proportion	Number of qualifiers	Proportion
Honours programme registered at the same institution	3,940	51%	1,350	36%
Honours programme registered at a different institution	650	8%	220	6%
Total on honours programme	4,590	59%	1,570	42%
Not on honours programme	3,135	41%	2,140	58%
Total 2007-08 FD qualifiers	7,725	100%	3,715	100%

Table 35 notes: relates to Table 30 of HEFCE 2008/16 and Table A4 at Annex A of this document.

117. Table 35 shows that 59 per cent of full-time foundation degree qualifiers, and 42 per cent of part-time qualifiers, immediately progressed to an honours programme.

118. Note that the rates of progression observed for the 2007-08 cohort of qualifiers are broadly consistent with those for earlier cohorts. Across all modes of study, 54 per cent of foundation degree qualifiers in 2007-08 progressed to honours degree study in 2008-09 – the same proportion as previously reported for the 2003-04 and 2004-05 cohorts. Table A4 in Annex A shows that 58 per cent of full-time qualifiers in 2005-06, and 61 per cent in 2006-07, progressed immediately to an honours degree. Among part-time qualifiers, 44 per cent of the 2005-06 cohort, and 40 per cent of the 2006-07 cohort, registered on an honours degree programme in the academic year following their qualification.

119. Table 35 also shows that most students progressing to an honours degree do so at the same institution. It may be reasonable to assume that this pattern does not apply to students qualifying from FECs, who are not included in Table 35.

Credit attributed to foundation degree awards

120. Foundation degrees are intended to provide 'smooth progression' to honours degree programmes, sometimes involving participation in a summer school, and then one year of further full-time study, or the part-time equivalent²². To generalise, we could say that the foundation degree programme was credited with the equivalent of two years of full-time study on an honours programme (not accounting for any summer school provision).

²² We interpret 'one year of further study' to mean one final year of study on a typical three-year, full-time honours degree programme.

121. In Table 36 we consider foundation degree qualifiers found to progress to honours degree study in the following year, and show the number of full-time years credited²³ to the foundation degree in these instances. In a small number of cases the honours degree programme did not have a formal year of programme structure and therefore it was not possible to determine the credit that had been assigned to the foundation degree award.

Table 36 Number of years credited to honours degree programmes, 2007-08 foundation degree qualifiers (home foundation degree qualifiers registered at HEIs in England, who progressed to honours degree programmes in the year following foundation degree qualification)

Number of years credited to 2007-08 qualifiers	Same institution		Different institution	
	Number of qualifiers	Proportion	Number of qualifiers	Proportion
Two or more	4,325	82%	690	79%
One	35	1%	10	1%
None	885	17%	175	20%
Undetermined	45	1%	0	0%
Total on honours programme in 2008-09	5,290	100%	870	100%

Table 36 notes: relates to Table 31 of HEFCE 2008/16 and Table A5 at Annex A of this document.

122. Although the number of students who moved to a different institution for their honours degree study was relatively small, the proportion credited with two or more years of study was close to that for students remaining at the same institution at which they had been registered for their foundation degree. For qualifiers in 2007-08 who progressed to an honours programme, 82 per cent of those remaining at the same institution were credited with two or more years of equivalent honours degree level study. Among those who moved to a different institution, 79 per cent received the same credit.

Honours degree achievement

123. Not all of the students credited with two years of honours degree level study will be expected to graduate within one year of further study. Some, for example, will be on the third year of a four-year honours programme. Considering only those foundation degree students who progressed to the final year of an honours programme, Table 37 shows whether and how they graduated.

²³ The number of years credited to a foundation degree is determined through examination of the year of the programme of study on which a student is registered. A student registered on year three of an honours degree programme of study is interpreted to have been credited with two years of full-time study.

Table 37 Honours degree achievement, 2007-08 foundation degree qualifiers (home foundation degree qualifiers registered at HEIs in England who progressed to the final year of an honours degree programme in the year following foundation degree qualification)

Degree classification of 2007-08 qualifiers	Number of qualifiers	Proportion
First class honours	410	8%
Upper second class honours	1,340	27%
Lower second class honours	1,135	23%
Third class honours	290	6%
Other	155	3%
No award	1,640	33%
Total in final year of honours programme	4,965	100%

Table 37 notes: relates to Table 32 of HEFCE 2008/16 and Table A6 at Annex A of this document.

124. Table 37 shows that 35 per cent of those progressing to the final year of an honours programme qualified with a first or upper second class honours degree within one year of further study. Of all qualifiers in 2007-08 who progressed to the final year of an honours programme and obtained a qualification in 2008-09, 53 per cent achieved a first or upper second class honours degree.

125. There are a number of possible reasons why a third of those who progressed to the final year of an honours programme are not reported as graduating with that honours award. A number may have discontinued or failed to qualify; also, we make no account here for mode of study for the honours programme: those studying part-time are likely to take longer to graduate. Alternatively, students may have had to take longer to graduate for other reasons, or have qualified in all respects apart from some formality.

After qualifying: employment outcomes

126. Paragraphs 91 to 125 provided information regarding the progression of foundation degree qualifiers within HE: individual students were tracked through and beyond their foundation degree by examination of their student records in consecutive years. For those that continue in HE this document has been able to provide information about their continued studies.

127. Richer information regarding the early careers of graduates is determined through interrogation of their responses to the DLHE survey in the appropriate year (see paragraphs 19 to 25 for more information on the nature and approach of the DLHE survey). Use of these data allows us to consider the progression of foundation degree qualifiers more widely, without restriction to only those that continue in HE.

128. In paragraphs 129 to 142 we consider all students who qualified with foundation degrees in 2006-07 or 2007-08, whenever they started their programme of study. Response rates to the DLHE survey are provided at Annex B for foundation degree qualifiers in 2006-07 and 2007-08.

Destinations after qualifying

129. Table 38 shows a summary of the destinations reported by respondents to the DLHE survey in each year who studied towards their foundation degree on a full-time basis.

Table 38 Destinations six months after qualifying for full-time foundation degree qualifiers, 2006-07 and 2007-08 (home foundation degree qualifiers registered at HEIs in England)

Destination	2006-07 DLHE		2007-08 DLHE	
	Number	Proportion	Number	Proportion
Studying and employed	1,055	20%	1,135	19%
Employed	1,355	26%	1,635	28%
Total employed	2,410	46%	2,770	47%
Studying (not employed)	2,510	48%	2,705	46%
Unemployed	135	3%	220	4%
Other	150	3%	200	3%
Total DLHE respondents	5,205	100%	5,895	100%

Table 38 notes: relates to Table 34 of HEFCE 2008/16.

130. Table 38 shows that 68 per cent of qualifiers in 2006-07 who responded to the DLHE survey reported that they were still studying six months after qualifying (whether or not they were in employment at the same time). Allowing for continued study or training at other levels, this is broadly consistent with the pattern of progression observed in Table 35, which showed that 59 per cent of full-time qualifiers in 2007-08 progressed to honours degree study in 2008-09.

131. Table 39 shows the equivalent to Table 38 for part-time qualifiers.

Table 39 Destinations six months after qualifying for part-time foundation degree qualifiers, 2006-07 and 2007-08 (home foundation degree qualifiers registered at HEIs in England)

Destination	2006-07 DLHE		2007-08 DLHE	
	Number	Proportion	Number	Proportion
Studying and employed	740	39%	1,030	37%
Employed	895	47%	1,315	48%
Total employed	1,635	85%	2,345	85%
Studying (not employed)	210	11%	295	11%
Unemployed	15	1%	40	1%
Other	55	3%	80	3%
Total DLHE respondents	1,915	100%	2,760	100%

Table 39 notes: relates to Table 34 of HEFCE 2008/16.

132. Table 39 shows that the proportions of part-time qualifiers who were reported as still studying six months after qualifying were lower than those for full-time qualifiers and close to 50 per cent. This was once again broadly consistent with the patterns of progression observed for part-time qualifiers: 42 per cent of 2007-08 qualifiers were found to have progressed to honours degree study in 2008-09.

133. Among those part-time qualifiers in 2006-07 and 2007-08 who responded to the DLHE, 85 per cent of each cohort were reported as being in employment six months after qualifying from their foundation degree.

Previous work for current employer

134. Foundation degrees were intended to provide a more accessible route into HE, and as a result it was not uncommon for students to be in employment before or during their time studying for a foundation degree. In Table 40 we consider whether or not full-time qualifiers in 2006-07 and 2007-08 who responded to the DLHE survey were employed before or during their studies by their current employer (six months after qualifying). The patterns are largely similar to those previously reported from the 2004-05 and 2005-06 DLHE surveys.

Table 40 Working for current employer before or during full-time foundation degree course, 2005-06 to 2007-08 (home foundation degree qualifiers registered at HEIs in England, in employment six months after qualifying)

Previous work for current employer	2006-07 DLHE		2007-08 DLHE	
	Number	Proportion	Number	Proportion
Before studying only	205	10%	320	14%
During studying only	495	25%	590	26%
Before and during studying	570	29%	635	28%
Total previously employed	1,265	64%	1,550	68%
Not previously employed	710	36%	715	32%
Total answering question	1,975	100%	2,265	100%
Question not answered	435		505	
Total respondents in employment	2,410		2,770	

Table 40 notes: relates to Table 35 of HEFCE 2008/16.

135. Table 41 shows the equivalent to Table 40 for part-time qualifiers. Again, patterns are consistent across the years considered. More than 80 per cent of respondents were previously employed by their current employer, before and/or during their part-time foundation degree studies.

Table 41 Working for current employer before or during part-time foundation degree course, 2006-07 and 2007-08 (home foundation degree qualifiers registered at HEIs in England, in employment six months after qualifying)

Previous work for current employer	2006-07 DLHE		2007-08 DLHE	
	Number	Proportion	Number	Proportion
Before studying only	300	21%	415	21%
During studying only	285	20%	395	20%
Before and during studying	580	42%	805	41%
Total previously employed	1,165	83%	1,615	82%
Not previously employed	235	17%	345	18%
Total answering question	1,400	100%	1,960	100%
Question not answered	235		385	
Total respondents in employment	1,635		2,345	

Table 41 notes: relates to Table 35 of HEFCE 2008/16.

Employment six months after qualifying

136. In interpreting the evidence about the characteristics of employment after qualifying presented in Tables 40 and 41, it is important to appreciate that for most foundation degree qualifiers this is continuing employment. For some, especially full-time students, it may be casual work that continues while they search for a job, but for many others the study for a foundation degree is often part of their career development.

137. Tables 42 and 43 present summaries of three non-salary measures of employment for those qualifying from full- and part-time foundation degrees respectively. All those who were reported in the DLHE survey as being in employment six months after qualifying are considered. We note that all those who responded to the survey answered the question used to give the 'graduate' or 'non-graduate' job classification. However, not all survey respondents answered the other questions. To a large extent this was because some questions were not asked in the telephone interviews (see paragraph 21).

138. Table 42 shows full-time qualifiers in 2006-07 and 2007-08 who were in employment six months after qualifying from their foundation degree.

Table 42 Characteristics of employment six months after qualifying from a full-time foundation degree course, 2006-07 and 2007-08 (home foundation degree qualifiers registered at HEIs in England, in employment six months after qualifying)

Characteristic of their employment	2006-07 DLHE		2007-08 DLHE	
	Number of responses	Proportion affirmative responses	Number of responses	Proportion affirmative responses
'Graduate' job	2,410	46%	2,770	43%
Qualification required, expected or an advantage for gaining employment	2,020	47%	2,300	48%
Positive reasons for taking the job	535	89%	540	92%

Table 42 notes: relates to Table 36 of HEFCE 2008/16.

'Graduate' job: the categorisation of 'graduate' follows the algorithm devised by Elias and Purcell (2004).

'Qualification required': with respect to whether it would be possible to get the job without the foundation degree the following answers were counted:

- no: the qualification was a formal requirement.
- no: successful applicants were expected to have the qualification
- possibly: but the qualification did give me an advantage.

'Positive reasons for taking the job': the following were counted as positive reasons:

- it fitted into my career plan/it was exactly the type of work I wanted
- it was an opportunity to progress in the organisation
- to gain experience in order to get the type of job I really want
- to see if I would like the type of work it involved
- to broaden my experience/to develop general skills.

Respondents without a positive reason would have only given one or more of the following responses:

- it was the best job offer I received/only job offer I received
- in order to pay off debts
- in order to earn a living.

139. Table 42 shows that 43 per cent of respondents in 2007-08 were employed in a 'graduate' job, compared to 46 per cent of 2006-07 qualifiers. This apparent decline results from an increase observed in the number of qualifiers gaining employment in a small number of non-graduate occupations. For example, the number of full-time foundation degree qualifiers found to be employed as 'nursing auxiliaries and assistants' increased by a factor of five from 2006-07 to 2007-08.

140. Further, of the 2,300 students in the 2007-08 cohort who responded to the question, 48 per cent reported that their qualification was required, expected or an advantage in gaining their current employment. This was one percentage point higher than observed among equivalent respondents to the 2006-07 DLHE (47 per cent).

141. Table 43 shows the equivalent to Table 42 for part-time foundation degree qualifiers.

Table 43 Characteristics of employment six months after qualifying from a part-time foundation degree course, 2005-06 to 2007-08 (home foundation degree qualifiers registered at HEIs in England, in employment six months after qualifying)

Characteristic of their employment	2006-07 DLHE		2007-08 DLHE	
	Number of responses	Proportion affirmative responses	Number of responses	Proportion affirmative responses
'Graduate' job	1,635	57%	2,345	60%
Qualification required, expected or an advantage	1,355	41%	1,980	46%
Positive reasons for taking the job	540	91%	610	96%

Table 43 notes: see Table 44 notes.

142. The proportions of respondents employed in a 'graduate' job were higher among part-time qualifiers than those among their full-time counterparts. Table 43 shows that of part-time qualifiers who were in employment six months after qualifying, 57 per cent in 2006-07, and 60 per cent in 2007-08, were in a 'graduate' job.

Employment after three-and-a-half years

143. The destinations of foundation degree qualifiers three-and-a-half years after graduation are determined from the longitudinal DLHE survey (see paragraphs 19 to 25 for more information on the approach of this survey). The longitudinal DLHE survey has a 33 per cent response rate for 2004-05 foundation degree qualifiers. Table 44 shows the destinations of foundation degree qualifiers after six months and three-and-a-half years.

Table 44 Destinations six months and three-and-a-half years after qualifying from a foundation degree course in 2004-05 (home foundation degree qualifiers registered at HEIs in England, 2004-05 DLHE survey, 2008 longitudinal DLHE survey)

Destination	Six months		Three-and-a-half years	
	Number of responses	Proportion	Number of responses	Proportion
Studying and employed	510	33%	95	6%
Employed	555	36%	1,295	85%
Total employed	1,060	69%	1,390	91%
Studying (not employed)	400	26%	55	4%
Unemployed	30	2%	55	4%
Other	40	2%	30	2%
Total respondents to DLHE and longitudinal DLHE	1,535	100%	1,530	100%

Table 44 notes: relates to Table 36a of HEFCE 2008/16. Qualifiers from full- and part-time study taken together. Sixty-three per cent of qualifiers studied full-time in their foundation degree study.

144. Table 44 shows that 91 per cent of foundation degree students were in employment three-and-a-half years after qualifying.

145. Table 44 also shows that the changes in the numbers of qualifiers who were categorised as 'unemployed' or 'other' over the three years between the two surveys are not substantial. The main conclusion is that, as might be expected, the numbers of students studying decreased over the three years, while the number employed increased.

146. Table 45 shows the proportions of students in employment with 'graduate' jobs after six months and after three-and-a-half years.

Table 45 Proportion of employed qualifiers with 'graduate' jobs six months and three-and-a-half years after qualifying from a foundation degree course in 2004-05 (home foundation degree qualifiers registered at HEIs in England, 2004-05 DLHE survey, 2008 longitudinal DLHE survey)

Population	Six months		Three-and-a-half years	
	Number 'in employment' responses	% in 'graduate' jobs	Number 'in employment' responses	% in 'graduate' jobs
Respondents to DLHE only	1,150	46%	-	-
Respondents to DLHE and longitudinal DLHE	1,060	45%	1,390	53%
Total respondents 'in employment'	2,210	45%	1,390	53%

Table 45 notes: see Table 42 notes.

147. Table 45 shows that respondents to both the DLHE and the longitudinal DLHE are representative of respondents to only the DLHE: the proportions of both groups found to be employed in a 'graduate' jobs six months after qualifying are similar. For those who responded to both surveys, we see that the proportion of employed qualifiers with 'graduate' jobs increased over the three years. After three-and-a-half years, 53 per cent of foundation degree qualifiers were in 'graduate' jobs.

Annex A

Additional tables – rates of qualifying, and progression from foundation to honours degree programme, for cohorts not previously reported

1. The main report discusses the rates of qualifying, and progression from honours to foundation degree programme, for the most recent cohorts available for analysis. The tables in this annex present information on:

- rates of qualifying among the 2006-07, 2005-06 and 2004-05 cohorts of entrants
- progression from foundation to honours degree programme among the 2005-06 and 2006-07 cohorts of qualifiers, which were not previously reported by HEFCE 2008/16.

Rates of progression from year of entry

Table A1 Qualification rates within expected course length, 2005-06 and 2006-07 entrants to two-year programmes (home foundation degree entrants on standard academic year two-year programmes at HEIs in England)

2005-06 entrants, outcome by 2006-07	Full-time		Part-time	
	Number	Proportion (outcome in two years)	Number	Proportion (outcome in two years)
FD awarded – same institution	5,030	48%	475	27%
FD awarded – different institution	140	1%	30	2%
FD qualifiers	5,165	49%	500	28%
Honours degree or higher awarded	10	0%	0	0%
Other HE award	360	3%	70	4%
Total HE qualifiers	5,530	53%	575	32%
Studying – FD or higher	2,645	25%	710	40%
Studying – other HE	165	2%	35	2%
Not studying at HE level	2,155	21%	470	26%
All 2005-06 entrants	10,495	100%	1,785	100%
2006-07 entrants, outcome by 2007-08	Full-time		Part-time	
	Number	Proportion (outcome in two years)	Number	Proportion (outcome in two years)
FD awarded – same institution	5,605	47%	725	25%
FD awarded – different institution	270	2%	35	1%
FD qualifiers	5,875	49%	760	27%
Honours degree or higher awarded	10	0%	5	0%
Other HE award	290	2%	65	2%
Total HE qualifiers	6,175	52%	830	29%
Studying – FD or higher	3,215	27%	1,180	41%
Studying – other HE	150	1%	30	1%
Not studying at HE level	2,345	20%	825	29%
All 2006-07 entrants	11,885	100%	2,870	100%

Table A1 notes: relates to Table 28 of HEFCE 2008/16 and Table 32 of the main report.

Table A2 Qualification rates within one year after expected course length, 2004-05 and 2005-06 entrants to two-year programmes (home foundation degree entrants on standard academic year two-year programmes at HEIs in England)

2004-05 entrants, outcome by 2005-06 and 2006-07	Full-time		Part-time	
	Proportion (outcome in two years)	Proportion (outcome in three years)	Proportion (outcome in two years)	Proportion (outcome in three years)
FD awarded – same institution	49%	53%	28%	40%
FD awarded – different institution	4%	1%	3%	3%
FD qualifiers	53%	54%	30%	42%
Honours degree or higher awarded	0%	3%	0%	1%
Other HE award	3%	4%	2%	4%
Total HE qualifiers	56%	62%	33%	48%
Studying – FD or higher	25%	9%	36%	14%
Studying – other HE	1%	1%	4%	2%
Not studying at HE level	18%	28%	27%	37%
All 2004-05 entrants	8,220	100%	1,125	100%
2005-06 entrants, outcome by 2006-07 and 2007-08	Full-time		Part-time	
	Proportion (outcome in two years)	Proportion (outcome in three years)	Proportion (outcome in two years)	Proportion (outcome in three years)
FD awarded – same institution	48%	52%	27%	37%
FD awarded – different institution	1%	1%	2%	3%
FD qualifiers	49%	54%	28%	39%
Honours degree or higher awarded	0%	4%	0%	3%
Other HE award	3%	4%	4%	5%
Total HE qualifiers	53%	61%	32%	47%
Studying – FD or higher	25%	9%	40%	12%
Studying – other HE	2%	1%	2%	1%
Not studying at HE level	21%	28%	26%	40%
All 2005-06 entrants	10,495	100%	1,785	100%

Table A2 notes: relates to Table 29 of HEFCE 2008/16 and Table 33 of the main report.

Table A3 Qualification rates within expected course length, 2005-06 and 2006-07 entrants to three-year programmes (home foundation degree entrants on standard academic year three-year programmes at HEIs in England)

2004-05 entrants, outcome by 2006-07	Full-time		Part-time	
	Number	Proportion (outcome in three years)	Number	Proportion (outcome in three years)
FD awarded – same institution	160	37%	735	32%
FD awarded – different institution	30	6%	120	5%
FD qualifiers	190	43%	860	38%
Honours degree or higher awarded	15	3%	5	0%
Other HE award	35	8%	115	5%
Total HE qualifiers	235	54%	980	43%
Studying – FD or higher	60	14%	580	25%
Studying – other HE	5	1%	40	2%
Not studying at HE level	135	31%	685	30%
All 2004-05 entrants	435	100%	2,285	100%
2005-06 entrants, outcome by 2007-08	Full-time		Part-time	
	Number	Proportion (outcome in three years)	Number	Proportion (outcome in three years)
FD awarded – same institution	210	30%	1,135	38%
FD awarded – different institution	75	11%	175	6%
FD qualifiers	285	41%	1,310	43%
Honours degree or higher awarded	45	6%	40	1%
Other HE award	35	5%	115	4%
Total HE qualifiers	365	52%	1,465	49%
Studying – FD or higher	95	13%	585	19%
Studying – other HE	5	1%	40	1%
Not studying at HE level	235	34%	930	31%
All 2005-06 entrants	695	100%	3,020	100%

Table A3 notes: relates to Table 28 of HEFCE 2008/16 and Table 34 of the main report.

Progression from foundation to honours degree programmes

Table A4 Progression to honours programme, 2005-06 and 2006-07 foundation degree qualifiers (home foundation degree qualifiers registered at HEIs in England)

2005-06 qualifiers, honours degree study in 2006-07	Full-time FD study		Part-time FD study	
	Number of qualifiers	Proportion	Number of qualifiers	Proportion
Honours programme registered at the same institution	2,505	52%	880	37%
Honours programme registered at a different institution	295	6%	160	7%
Total on honours programme	2,800	58%	1,040	44%
Not on honours programme	2,035	42%	1,345	56%
Total 2005-06 FD qualifiers	4,835	100%	2,385	100%
2006-07 qualifiers, honours degree study in 2007-08	Full-time FD study		Part-time FD study	
	Number of qualifiers	Proportion	Number of qualifiers	Proportion
Honours programme registered at the same institution	3,495	55%	920	35%
Honours programme registered at a different institution	390	6%	140	5%
Total on honours programme	3,885	61%	1,060	40%
Not on honours programme	2,495	39%	1,555	60%
Total FD qualifiers	6,380	100%	2,615	100%

Table A4 notes: relates to Table 30 of HEFCE 2008/16 and Table 35 of the main report.

Table A5 Number of years credited to honours degree programmes, 2005-06 and 2006-07 foundation degree qualifiers (home foundation degree qualifiers registered at HEIs in England, who progressed to honours degree programmes in the year following foundation degree qualification)

Number of years credited to 2005-06 qualifiers	Same institution		Different institution	
	Number of qualifiers	Proportion	Number of qualifiers	Proportion
Two or more	3,185	94%	375	82%
One	55	2%	10	2%
None	145	4%	55	12%
Undetermined	0	0%	15	4%
Total on honours programme in 2006-07	3,385	100%	455	100%
Number of years credited to 2006-07 qualifiers	Same institution		Different institution	
	Number of qualifiers	Proportion	Number of qualifiers	Proportion
Two or more	3,850	87%	415	78%
One	20	0%	0	0%
None	500	11%	115	21%
Undetermined	40	1%	0	0%
Total on honours programme in 2007-08	4,415	100%	530	100%

Table A5 notes: relates to Table 31 of HEFCE 2008/16 and Table 36 of the main report.

Table A6 Honours degree achievement, 2005-06 and 2006-07 foundation degree qualifiers (home foundation degree qualifiers registered at HEIs in England, who progressed to the final year of an honours degree programme in the year following foundation degree qualification)

Degree classification of 2005-06 qualifiers	Number of qualifiers	Proportion
First class honours	250	7%
Upper second class honours	855	25%
Lower second class honours	870	25%
Third class honours	170	5%
Other	105	3%
No award	1,220	35%
Total in final year of honours programme	3,480	100%
Degree classification of 2006-07 qualifiers	Number of qualifiers	Proportion
First class honours	335	8%
Upper second class honours	1,145	27%
Lower second class honours	1,070	25%
Third class honours	245	6%
Other	135	3%
No award	1,320	31%
Total in final year of honours programme	4,245	100%

Table A6 notes: relates to Table 32 of HEFCE 2008/16 and Table 37 of the main report.

Annex B

Response rates to the DLHE and longitudinal DLHE surveys

1. Table B1 shows the response rates to the DLHE survey for full-time foundation degree qualifiers in each year considered in the main report.

Table B1 Response rates to DLHE survey for full-time foundation degree students, 2006-07 and 2007-08 (home foundation degree qualifiers registered at HEIs in England)

Response	2006-07 DLHE		2007-08 DLHE	
	Number	Proportion	Number	Proportion
Written or online responses	1,135	18%	1,255	16%
Telephone and other responses	4,070	64%	4,645	60%
Total responses	5,205	82%	5,895	76%
No response	1,175	18%	1,825	24%
All FD qualifiers	6,380	100%	7,725	100%

Table B1 notes: relates to Table 33 of HEFCE 2008/16.

2. Although the response rate observed for the 2007-08 cohort of foundation degree qualifiers was lower than that for the two earlier cohorts, more than three-quarters of qualifiers from full-time programmes responded to the DLHE survey in each year.

Table B2 Response rates to DLHE survey for part-time foundation degree students, 2006-07 and 2007-08 (home foundation degree qualifiers registered at HEIs in England)

Response	2006-07 DLHE		2007-08 DLHE	
	Number	Proportion	Number	Proportion
Written or online responses	675	26%	855	23%
Telephone and other responses	1,240	47%	1,905	51%
Total responses	1,915	73%	2,760	74%
No response	700	27%	955	26%
All FD qualifiers	2,615	100%	3,715	100%

Table B2 notes: relates to Table 33 of HEFCE 2008/16.

3. Table B2 shows the equivalent to Table B1 for qualifiers from part-time foundation degree programmes. It shows that the response rates in each year considered were lower than those among full-time qualifiers. However, for a survey of the size and nature of the DLHE, the response rates of around 75 per cent for part-time qualifiers are good, and promotes confidence in the results we discuss.

4. All of the respondents to the 2004-05 DLHE who qualified with a foundation degree were included in the longitudinal DLHE survey of 2004-05 graduates. However, only 33 per cent of foundation degree qualifiers responded to this second survey.

List of abbreviations

APEL	Accreditation of Prior Experiential Learning
AVCE	Advance Vocational Certificate of Education
BTEC	Business and Technology Education Council (1993)
DLHE	Destination of Leavers from Higher Education
DSA	Disabled Students' Allowance
FD	Foundation degree
FE	Further education
FEC	Further education college
FT	Full-time
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HEIFES	Higher Education in Further Education: Student Survey
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics
HNC/HND	Higher National Certificate/Higher National Diploma
ILR	Individualised learner record
JACS	Joint Academic Coding System
LSC	Learning and Skills Council
LPN	Low-participation neighbourhood
NVQ	National Vocational Qualification
OU	Open University
PGCE	Postgraduate/Professional Graduate Certificate in Education
PT	Part-time
VCE	Vocational Certificate of Education